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ABSTRACT

This manual represents the collective philosophy and procedures from Texas educators who are actively involved in the management of successful mentoring and induction programs. It is offered as a guideline for school districts, universities, education service centers, or individuals who are developing or enriching mentoring and induction programs. The document provides a rationale for mentoring programs, including the historical perspective. It provides information on: needs of new teachers; what is working in mentoring programs; evaluation; the various mentoring and induction models; mentor training; working with first-year teachers; journal entries; effective teaching practices; and characteristics and goals of beginning teacher induction programs. The guide includes a glossary and an annotated bibliography that contains sections on mentoring, behavior and discipline management, peer coaching, classroom management; the beginning teacher; and statutory citations from the Texas Education Code. In addition to lists of educators involved with mentoring programs, there are acknowledgements of professional associations and businesses that also provide support. (Contains 13 references, in addition to references included with individual sections of the guide.) (MAH)

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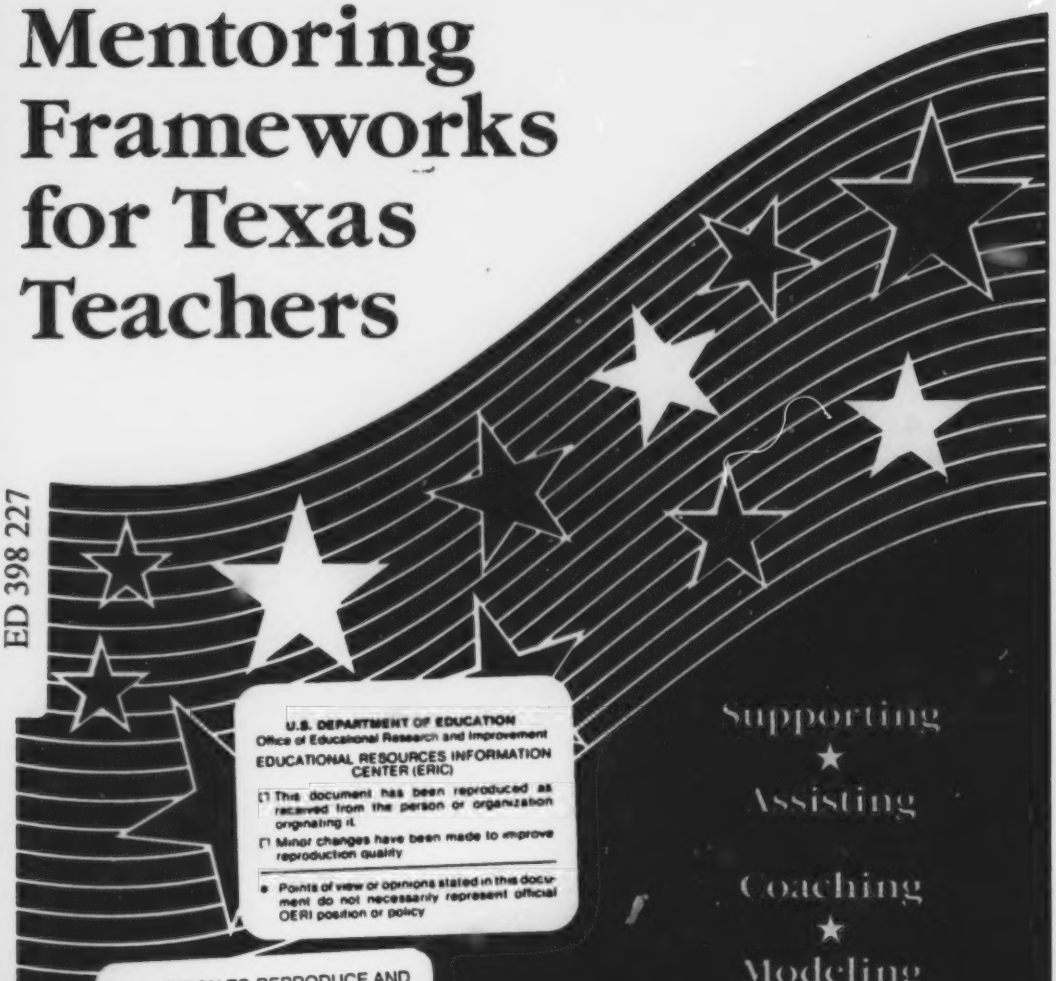

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June 1995

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MENTORING FRAMEWORKS FOR TEXAS TEACHERS

facilitated and edited
by
Jean Holden, Ph.D.
Division of Educator Preparation
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INTRODUCTION

As Texas increasingly focuses upon the preparation and retention of professional educators, the role of the mentor becomes an essential component in teacher preparation. Senate Bill 994 mandated that all new teachers be assigned a mentor during their first year of service.

Nurturing and guiding new teachers through their first years of teaching provides an excellent opportunity for extensive collaborative efforts among institutions of higher education, education service center, independent school districts and the business community. Working together, representatives from education and community groups provide extensive support and assistance to new teachers during their transition from preservice to inservice.

Everyone benefits from mentoring and induction year programs. New educators receive professional support and assistance, experienced educators enhance their knowledge base, and communities are enriched economically and socially. However, the most important reason for designing and implementing mentoring and induction year programs is to provide a diverse student population with better prepared teachers.

Glickman provides an excellent introduction to the concept of mentoring as follows:

> Mentoring is more than a buddy relationship of social support. Rather, it is a relationship of experienced teachers working with new teachers to inquire about and strengthen instructional competence. In its fullest sense it says to people coming into teaching that observing, meeting, discussing and making informed decisions about teaching and learning is professional work.

Mentoring Frameworks for Texas Teachers has been revised and condensed. The document includes a rationale for mentoring programs, needs of new teachers, what is working in mentoring programs, evaluation suggestions, a composite of the various mentoring and induction models, a glossary, and an annotated bibliography that contains sections on mentoring, discipline management, peer coaching, classroom management and the beginning teacher.

The manual represents the collective philosophy and procedures from educators across the state who are actively involved in the management of successful mentoring and induction programs. This document is offered as a guideline for school districts, universities, education service centers, or individuals who are developing or enriching mentoring and induction programs.

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GLOSSARY

Advocate—a colleague who promotes and supports the needs of new professionals.

Alternative Certification Program (ACP)—a route to teacher certification for those individuals who hold at least a bachelor's degree.

Andragogy—the art and science of teaching adults.

Clinical Supervision—a process used to mentor new educators into the teaching profession.

Cultural Pluralism—sensitivity to the many differences in customs and values of diverse populations.

Floating Classroom—a teacher is said to have a floating classroom if he/she moves from classroom to classroom to meet the needs of students.

Induction Year—an educator's first year of teaching.

Initial Training—training delivered prior to the beginning of the school year.

Mentee—a first year teacher who is being mentored by an experienced teacher.

Mentor—an experienced teacher who provides professional and personal guidance for a first year teacher.

Ongoing Training—training that is delivered during the school year and in future years.

Pedagogy—the art and science of teaching children.

Peer Coaching—for the purposes of clinical supervision, peer coaching means experienced professionals providing guidance for new colleagues.

Post-Conference—a conference held after a classroom observation to reflect on successes and needs.

Pre-Conference—a conference held prior to a classroom observation to discuss the format of the observation.

Rapport—a common appreciation of tasks and a mutual respect by individuals.

Reciprocal Observations—classroom visits by mentor and .nentee to view teaching performances for the purpose of shared professional growth.

Ses—the level of social and economic status held by individuals (money, jobs, education)

School Community—the total personnel of a school and all of the community members it serves.

School Culture—the values and methods for operation of school sites.

(Holden, J. (1993). Mentoring Manual Revision Workshop, Texas Education Agency.)

MENTORING

HISTORICAL PERSPECTIVE

In an effort to improve the quality of education nationwide, educators are addressing successful educational efforts of the past. A primary focus of educational programs has become that of mentoring. Mentoring, as a function of education, was first used by the ancient Greek, Odysseus, when he entrusted his son to an elder scholar to learn from his wisdom and knowledge.

During the early 1970's, business corporations and governmental agencies began using mentoring as a means of induction or training for the best and brightest of their new employees. Transmission of knowledge of the culture of the organization and the expectations of the role of the new employee were passed by the sage mentor to the young inductees. These individuals, who were mentored in the assimilation of their role and position, tended to be the most successful.

The philosophy of mentoring, which was adopted during the decade of the 1980's by colleges and universities, school districts, and state departments of education, resulted in the assimilation of the role of mentor. The function of mentoring, as a technique to transmit information or knowledge, has become a strategy used by educational institutions to improve performance.

(Haynes, L.L. and Hutto, N.N. (1991). Mentor Manual Workshop.)

RATIONALE

Unlike other professions which induct members gradually, beginners in teaching are expected to do essentially the same job on the first day of employment as the 20-year veteran. In addition, teachers spend the majority of their workday isolated from their peers, thus preventing the natural induction process. Furthermore, beginning teachers are often given some of the most difficult teaching assignments, including in low-achieving schools, multiple preparations, floating classrooms, demanding extracurricular responsibilities, and other complicating factors.

Nationally, it is estimated that 30 percent of beginning teachers leave during their first two years of teaching and more than 50 percent leave during their first four years. Lack of induction support also affects the teaching performance of beginning teachers. Beginning teachers develop "coping" strategies that help them survive in the classroom and these same strategies may be the very ones that impede effective teaching. Not only does this "survival approach" to teaching jeopardize the quality

of instruction received by students of beginning teachers in their early years, but research indicates that these ineffective strategies can "crystallize" into teaching styles that are used by these teachers throughout their careers.

The need for teacher induction programs in Texas will be even more evident in light of the changes being made in teacher education programs. Because **SB 994** limits the formal preservice preparation of induction-year teachers, those entering the teaching profession will have received less training in pedagogy in their preservice teacher education programs than their predecessors. Therefore, they will need more support in their first year to deal effectively with the realities of the school and the classroom.

(Hurley, A. (1989). *Beginning Teacher Induction Plan for Texas Teachers.*)

Definitions of a Mentor

As Texas begins to increasingly focus upon the role of mentors through induction year programs and teacher preparation programs, it is important that a definition for the role of mentor be established. A definition might read:

- A mentor is a teacher of teachers.
- A mentor is an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship.
- A mentor is a friend with a positive attitude and a sense of humor.
- A mentor is an experienced teacher whose willingness to assist and support new teachers is readily apparent in his/her attitudes, beliefs and philosophies of teaching.
- A mentor is sensitive, discreet, wise, knowledgeable, and caring.

(Holden, J. (1993). Mentor Manual Revision Workshop, Texas Education Agency.)

Facts About Adult Learning

Pedagogy is the art, science, or profession of teaching children. **Andragogy** is the art, science, or profession of teaching adults.

Adults learners are people who may exhibit the following characteristics:

- Insecurity about new learning situations
- Resistance to change
- Fearful of falling behind in knowledge in a fast-paced world

- Afraid of making mistakes
- Willing to learn something new if it saves time or makes their jobs easier
- Able to learn something new if they believe they can change
- Have specific learning objectives in mind
- Are short on enough time to get everything done
- Are serious about new learning situations and do not take them lightly
- Need to be involved in evaluating their own progress to reaching selected goals

(Selinger, S. (1989). *Orientation Workshop for Support Teachers: A Presenter's Manual*. Houston, TX: Houston Independent School District.)

Needs of New Teachers

In order to effectively impact student achievement and to retain quality teachers, a mentoring program must be implemented to address the critical needs of new teachers. Among those needs are:

- accessibility to supportive, informative colleagues/mentor who will guide and assist with academic and personal needs;
- support groups for reflection time with other mentees;
- accessibility to and open lines of communication with all administrative staff;
- sensitivity of administrative staff regarding new teacher assignments and workloads;
- prior to the beginning of school, knowledge of school culture to include demographics, timelines, and programs; and
- a school community of enthusiastic advocates who are nurturing, supportive, and open.

What is Working in Schools

Research indicates and successful programs demonstrate the effectiveness of the following practices:

- Training for mentors, new teachers, and administrators (initial and ongoing)
- Providing resource materials that will assist new teachers
- Selecting mentors who are enthusiastic volunteers with exemplary skills for promoting student success
- Sharing standards and establishing clear expectations of the school community
- Matching mentors and mentees who have similar goals, teaching styles, and standards

- Matching mentor's and mentee's assignment or grade level when possible (consider room/campus proximity)
- Maintaining nonthreatening environments
- Providing incentive and recognition programs
- Providing release time for reciprocal mentor/mentee activities (conferencing, observing, training)
- Establishing a positive mind set for the need for mentorship
- Creating avenues for conflict resolution
- Developing a structured format for observations and reflections
- Establishing ethical standards for participants in the mentoring process

(Holden, J. (1993). Mentor Manual Revision Workshop, Texas Education Agency.)

Evaluation

Evaluation is an integral component of mentoring programs and mentor training. The ultimate purpose of mentoring new educators into the profession is student success. Consequently, all processes and products of mentoring programs are in a continual state of refinement and improvement. The following items are suggested guidelines for evaluation of mentoring programs. (See chart on page 5.)

- Survey to select training needs
- Evaluation of each training session
- Evaluations by mentors, mentees, administrators, specialists
- Debriefing with central staff
- Action plan/formative and review by semester
- Survey at year's end

(Holden, J. (1993). Mentor Manual Revision Workshop, Texas Education Agency.)

Clinical Supervision

Clinical supervision enables teachers to become more self-directed, while traditional supervision tends to render teachers overly dependent on others. The emphasis is on teacher growth. In the clinical supervisory process, both supervisor and teacher are assumed to be instructional experts. They work as colleagues respecting the contribution of each other.

PROGRAM ASSESSMENT

	Needs Assessment for Training	Debriefings	District Orientation	Campus Orientation	Summative Perceptions Survey	Mentoring Program
Mentors		Periodic			Annually (April)	
Mentees		Periodic			Annually (April)	
Campus Admin.		Periodic			Annually (April)	
Central Staff		Periodic			Annually (April)	

(Canales, J. (1993). Mentor Manual Revision Workshop. Texas Education Agency.)

The clinical supervision process is distinct from the teacher evaluation process; consequently, it is not advisable for the same person to be responsible for both processes. School administrators who must carry out both processes would need to design an appropriate evaluation procedure which is totally distinct from the supervisory procedure.

Research in education during the past twenty years supports the view that there is no one method of assessing teacher effectiveness. "Humans learn through self- exploration, collaboration, and conditioning." Research indicates that, even within each individual, learning variations exist. Glickman (1975) discovered that methods of developing teachers are as varied as the stages of teacher growth. The challenge of the supervisor is to match the method of supervision to the developmental stage of the teacher. Such "supervisory eclecticism" will lead to "powerful and effective" teacher growth and improvement of instruction will result.

Clinical supervision is based upon several propositions:

- Teaching (performance and results) is a behavior. Teaching is composed of a teacher's actions and those of the students. These actions are observable singularly and in interaction.
- Teaching behavior is assumed to be understood and controlled.
- Instructional improvement can be achieved by changing or modifying certain behaviors.
- The relationship between supervisor and supervisee can be mutual. Supervisors and teachers can work as colleagues.

The values associated with clinical supervision are as follows:

- Respect for the autonomy of each individual.
- Inquiry, analysis, examination, and evaluation, especially when initiated and regulated by the supervisee, are highly valued.
- Human compassion, patience, a knowledge of its impact upon the lives of others, are especially valued.

Clinical supervision is a cyclical process which:

- establishes a mutual relationship between the supervisor and the teacher;
- enables the teacher to become familiar with the process of clinical supervision and to understand its sequence;
- begins to induct the teacher into his new role;
- generates a relaxed atmosphere;
- encourages planning with the teacher;
- includes observing instruction;

- includes analyzing the teaching-learning process; and
- includes postconferencing.

A postconference analysis is a very productive stage to add to the cycle. The supervisor analyzes the postconference just completed by answering the following questions:

- Was the teacher's professional integrity respected?
- Did platitudinous comments and professional jargon give the appearance of agreement between teacher and supervisor where no agreement actually existed?
- Was the discussion time balanced between observer and teacher?
- Was feedback specific and supported with reference to the classroom notes?
- Was the analysis of the lesson adequate, in light of the teacher's interpretation?
- Was the supervisor successful in getting the teacher to voice concerns?

(Foley, D. (1985). *Another Set of Eyes: Conferencing Skills.* The Clinical Supervision Model.)

Stages of Mentoring Program Development

- Identify campus needs and objectives
- Develop job description
- Establish criteria for selection
- Recommendations for training

Professional Requirements for Mentors

I. Mentor Teacher Job Description
   A. Provide support for a mentee in transition
   B. Promote the mentee's long term dedication to the teaching profession

II. Characteristics of a Mentor
   A. Enthusiasm for the teaching profession
   B. Effective interpersonal communication and organizational skills
   C. Positive and encouraging attitude
   D. Dedication to professional growth
   E. Acceptance of diverse learning/teaching styles

III. Qualifications for Selection

A. Valid Texas certification

B. Three years of teaching experience within the district whenever possible

C. Employment as a classroom teacher

D. Demonstrated exemplary teacher performance

E. Willingness to accept the responsibilities of a mentor

IV. Responsibilities

A. Attend mentor training

B. Maintain confidentiality with the mentee

C. Provide emotional support (social activities strongly suggested)

D. Provide professional assistance

1. Discipline management
2. Teaching methodology
3. District and building practices, policies, and regulations
4. Preparation for teacher appraisal
5. Time management skills

E. Maintain open communication with mentee and mentor program director to determine individual teacher needs

F. Provide continuous data for mentor program improvement

Resources for Mentor Training

The mentoring committee suggests that all mentors be trained prior to assignment with a component for ongoing training throughout the year. Possible sources for trainers are regional service centers, universities, professional organizations, professional development specialists, and mentoring consultants. Training may be delivered in August or September with follow-up sessions during the fall and spring semesters.

(Holden, J. (1993). Mentor Manual Revision Workshop, Texas Education Agency.)

INITIAL MENTOR TRAINING PROGRAM

I. Perceived Concerns of Mentees
   A. Paperwork
   B. Classroom management
   C. Time management
   D. District policies, procedures, priorities
   E. Community orientation
   F. Personal needs
   G. Stress management
   H. Instructional materials

II. Mentoring Process
   A. Definition of mentoring
   B. Purposes of mentoring
      1. Continual self-assessment
      2. Teacher retention
      3. Student achievement
      4. Growth for school community
   C. Roles and responsibilities of mentors
      1. Induction
      2. Alternative Certification
   D. Expectations for the year
      1. Initial support—first three weeks
      2. Ongoing support and assistance

III. Adult Development
   A. Adult learners
   B. Adult life cycle
   C. Stages of teacher growth and development
   D. Self-reliance and motivation
   E. Dealing with the reluctant mentee
   F. Self-esteem
   G. Stress management

IV. Interpersonal skills
   A. Communication
      1. Active listening
      2. Questioning strategies
      3. Body language
      4. Promoting teacher reflection
      5. Proactive vs. reactive
   B. Counseling skills
      1. Trust
      2. Confidentiality
      3. Development of positive attitude
      4. Constructive criticism
      5. Facilitation
      6. Shared decision-making
      7. Problem-solving
   C. Team building
      1. Collaboration
      2. Consensus building

V. Coaching and Direct Support
   A. Mentor/Mentee reciprocal observations
   B. Classroom observation
   C. Observation techniques
   D. Overview teacher appraisal system

VI. Suggested Topics to Address with Mentee
   A. Communication with parents
      1. Conferencing
      2. Written communication
      3. School policies
      4. District/state guidelines
   B. Culture of school
      1. Formal norms of school
      2. Informal norms of school

C. Cultural diversity
    1. Demographics
    2. Sensitivity training
        a. Limited English Proficient (LEP)
        b. At-risk
        c. Special Education
        d. Mainstream
        e. Gifted and Talented (G/T)
        f. Gender
        g. Ethnicity
        h. Socio-economic status

(Holden, J. (1993). Mentor Manual Revision Workshop, Texas Education Agency.)

ONGOING MENTOR TRAINING

I. Mentor/Mentee (attend training sessions together)
   A. Appraisal review and lesson cycle
   B. Classroom management
   C. Student assessment/documentation
   D. Parent conferencing
   E. Time management
   F. Cultural pluralism

II. Mentor Should Attend, Mentee Can Also Attend
   A. Observing and conferencing skills
   B. Teaching and learning styles
   C. Goal setting and reflection strategies

III. Additional Mentor Training Topics (First, Second, or Third Year)
   A. Peer coaching/clinical supervision
   B. Alternative instructional strategies
   C. Diverse student populations
   D. Modifying instruction
   E. Lesson planning/curriculum
   F. Technology
   G. Motivational strategies
   H. Communication skills
   I. Conflict resolution
   J. Interpersonal skills
   K. Resources

(Holden, J. (1993). Mentor Manual Revision Workshop, Texas Education Agency.)

SUGGESTIONS FOR WORKING WITH FIRST YEAR TEACHERS

This section contains ideas to shape your style as a mentor—how you choose to interact interpersonally with the first year teacher. "Tips for Mentors Working with First Year Teachers" is adapted from work by Sandra Odell of the University of New Mexico. Her work sets a foundation for interacting with the new teacher as a fellow professional.

- Establish a strong and trusting professional relationship with the first year teacher
- Develop mutual respect for each other's competence
- Commit to a long-term, developmental view of teacher growth
- Facilitate rather than control the professional development of the first year teacher
- Assist rather than assess the progress of the first year teacher
- Notice and build on the strengths of the first year teacher
- Focus of the first year teacher's own goals for teaching
- Agree together on the goals for your work
- Use classroom data as a basis for analysis and discussion with the first year teacher
- Be a first year teacher advocate as you communicate and interact with the principal

(*Odell, S. J. (1989). *Tips for Support Teachers Working With New Teachers*. Department of Curriculum and Instruction. Albuquerque: University of New Mexico.

*Reprinted in Teacher Induction Program. Goose Creek CISD, 1990-91.)

TIPS FOR MENTORS

Mentor Teachers can help Beginning Teachers as follows:

1. Answering questions about clerical work related to district/system policies and procedures
2. Becoming familiar with subject matter
3. Classroom organization
4. Dealing with students' individual differences
5. Establishing realistic expectations for student work and behavior
6. Grading and evaluation of student progress
7. How to conduct parent conferences
8. Locating materials
9. Motivating students
10. Planning lessons (materials, what to teach, how to teach it)
11. Relationships with other teachers
12. Someone to talk to/listen to
13. Student control/discipline
14. Time management (personal/professional)
15. Integrating new teaching strategies into their active teaching repertoire

(Margarita Calderon, Ph.D., Ysleta ISD, 1990.)

CONFERENCE CHECKLIST FOR MENTORS

_____ 1. Consider the first year teacher's current stage of development.

_____ 2. Determine the best time to hold the conference.

_____ 3. Decide the best place to hold the conference.

_____ 4. Verify that the date record contains concrete, objective examples of classroom activities.

_____ 5. Verify that the record is accurate, objective, and specific.

_____ 6. Base inferences and conclusions on the data record.

_____ 7. Prepare and outline the main points to cover.

_____ 8. Generate strategies to offer for problem situations.

_____ 9. Begin on a positive point.

_____ 10. Use language the first year teacher will understand.

_____ 11. Cover major objectives in the conference.

_____ 12. Elicit input from the first year teacher.

_____ 13. Document plans for future growth and observations.

_____ 14. Conclude the conference on a positive note.

_____ 15. Maintain confidentiality after the conference.

(*Odell, S. J. (1989). *Tips for Support Teachers Working With New Teachers*. Department of Curriculum and Instruction. Albuquerque: University of New Mexico.

*Reprinted in Teacher Induction Program, Goose Creek CISD, 1990-91.)

MENTOR TRAINING MODULES

Module 1: THE MENTOR

- School Law
- Performance Expectations of Mentor
- Perceived Needs of New Teachers
- Perceived Needs of Schools
- Roles of Mentors and Mentoring Process

Module 2: ADULT DEVELOPMENT AND INTERPERSONAL SKILLS

- Communication
- Counseling Point of View

Module 3: DIRECT SUPPORT

- Classroom Observation
- Teacher Appraisal System
- Lesson Cycle
- Effective Teaching Practices

Module 4: PROFESSIONAL COACHING STRATEGIES

- Preconference
- Observation
- Postconference
- Analyzing
- Practicing
- Reflection strategies

Module 5: CLASSROOM MANAGEMENT STRATEGIES AND CLASSROOM DISCIPLINE STRATEGIES

Module 6: DIVERSE STUDENT POPULATIONS

- Multicultural
- Limited English Proficiency (LEP)
- At-risk
- Special Education

Module 7: THE FIRST DAY OF SCHOOL

- The First Six Weeks of School
- Development of a Survival Portfolio

Module 8: TIME MANAGEMENT

- Planning
- Grading
- Record Keeping
- Classroom Organization

Module 9: PARENT AND COMMUNITY COMMUNICATION

- Conferences
- Organizations
- Culture of Community

Module 10: DEVELOPMENT OF A DISTRICT/BUILDING MENTORING SUPPORT TEAM

- Leading Meetings
- Systems Framework (monthly meetings)

Module 11: MAKING SENSE OF THE CURRICULUM

- Development of Teaching Objectives
- Format of Unit Plans
- Access of Resources
- Assessment

(Education Service Center, Region 10.)

JOURNAL ENTRIES

1. Organizing your room and materials for the beginning of school
2. Developing a workable set of rules and procedures
3. Student accountability
4. Consequences
5. Planning activities on a weekly basis
6. Maintaining your management system
7. Instructional clarity
8. Organizing instruction
9. Adjusting instruction for special groups
10. Description of the district's curriculum manuals
11. Room arrangement
12. Rules and Procedures
13. The social ecology of the school
14. Cooperative learning do's and don'ts
15. Essential elements of good instruction

(Margarita Calderon, Ph.D., Ysleta ISD, 1990.)

EFFECTIVE TEACHING PRACTICES

1. Demonstration of excellence in classroom teaching
2. In-service instruction (individual, school district-wide)
3. Curriculum development (school building level, district-wide)
4. Development of new teaching techniques and methodologies
5. Active disseminator of excellence in teaching
6. Participate in applied and action research
7. Function as teacher role models for teachers
8. Function as teacher role models for administrators
9. Provide instructional leadership in assigned school(s)
10. Provide feedback on effective (as well as ineffective) programs
11. Participate in "think-tank" activities on a building level, system level
12. Function in a Master Teacher team to solve instructional problems in individual settings (e.g., classroom, school), would work with regular teachers in a joint effort in problem solving
13. Translate theory and research into practice (work closely with a university)
14. Work closely with school building principal(s), teachers have district-wide and building level obligations

(Margarita Calderon, Ph.D., Ysleta ISD, 1990.)

GUIDELINES FOR MENTORING/COACHING TOPICS

The following is a list of nine coaching topics and the focusing questions related to each.

1. **Classroom Management.** Does the first-year teacher have problems getting classes started promptly, keeping students on task, giving suitable rewards (and penalties), maintaining an atmosphere for work, establishing routines, keeping class time moving smoothly, etc.? Is she/he in control of student conduct?

2. **Organization of Instruction.** Does the first-year teacher present material clearly, in an organized and systematic fashion, with appropriate examples and instructional materials, giving attention to all or most of the students in the classroom? Is there a balance among instructional strategies? Are interests of students taken into account during instruction? Does the teacher provide ongoing feedback to students? Are transitions smooth and rapid?

3. **Time Management.** Is there enough time to accomplish everything planned for the class period? Are paperwork and administrative detail handled efficiently? Does she/he spend time in the evenings and on weekends keeping up paperwork? Does the first-year teacher appear to be physically (and emotionally) drained or tired? Has she/he thought through plans for getting the work done effectively?

4. **Curriculum Planning.** Is the first-year teacher prepared for the day's instruction? Are materials ready and available? Is there attention given to planning for relatively long periods of time (as opposed to single lesson planning)? Does she/he talk about planning and using the plans in an orderly and systematic way? Is the planning realistic in terms of curriculum requirements and student abilities?

5. **Curriculum Knowledge.** Does the first-year teacher have a firm grasp of the knowledge required for the subject area? If there are gaps in the knowledge, does she/he recognize and know how to fill them?

6. **Working with Colleagues.** Is the first-year teacher comfortable around her/his colleagues? Is she/he developing professional (as well as social) relationships with other teachers, administrators, and support staff? Is she/he included in formal and informal groups in the building? Does the first-year teacher use the school district's human resources in dealing with teaching issues?

7. **Instructional Materials.** Does the first-year teacher know where (and how) to obtain the best available materials for instruction? Have other teachers shared materials with her or him? Does the first-year teacher indicate a sense of what instructional materials are most appropriate for students, the curriculum, and his/her instructional style?

8. **Relationships with Parents.** Is the first-year teacher "comfortable" with parents? Does she/he appear to have the support of parents? Has she/he been helped to understand the school's "protocol" in terms of parent conferences, informal contacts, and so forth? How does he/she communicate with non-English speaking parents?

9. **Evaluation, Grading, Reporting.** Does the first-year teacher know the standard applied to student grades? Does he/she understand the relation between grading and evaluation? Is she/he clear about the procedures used to arrive at grades? Is the first-year teacher aware of the subject/grade level expectations about grades? Is the first-year teacher able to interpret grades to students and parents?

(Margarita Calderon, Ph.D., Ysleta ISD, 1990.)

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INDUCTION PROGRAM

The effectiveness of an induction program relies on the collaboration among the mentor, the building administrator, and the colleagues of the beginning teacher. However, the most important element of an induction program is the MENTOR.

STATUTORY CITATION

Texas Education Code, §13.038 Teacher Induction

(a) The State Board of Education and the Coordinating Board, Texas College and University System, shall develop a comprehensive teaching induction program for the probationary period.

(b) The induction program shall include a one-year period of teaching cooperatively supervised by experienced teachers, school administrators, and faculty of institutions of higher education.

RULE 19 TAC §149.22

(a) General provisions. Effective with the 1991-92 school year, all beginning teachers without any prior teaching experience earned in employment with an entity listed in 19 TAC ¤121.33 of this title relating to Entities Recognized for Creditable Service shall be assigned a mentor teacher.

(b) Induction training for beginning teachers. All beginning teachers shall participate in teacher orientation which may include specialized induction year program activities that are approved by the district for school year 1991-92.

GOALS

Goals for Beginning Teacher Induction Programs include the following:

- To assure quality instruction for students of induction year teachers
- To provide quality mentor and administrator training
- To increase retention of promising induction-year teachers
- To promote the professional and personal well-being of induction year teachers
- To evaluate and improve the program

- To strengthen collaboration between and among institutions of higher education and local schools to improve the educational programs in both settings
- To promote a successful start of school for the new teacher

("Hurley, Dr. Alfred. (February 1989). *Beginning Teacher Induction Plan for Texas Schools.* Commissioner's Advisory Committee on Teacher Education, pp. 6-7.)

Recommendations for Induction Programs

Each of the following five principles, as outlined by Little (1985), requires training. Indeed training appears to be of primary importance to effective mentoring. Ishler (1987) chaired the ATE Induction Commission, which focused upon teacher induction for a three year period from 1985 to 1988, and as a result made five recommendations which included:

- Induction programs are necessary in every school district to assist beginning teachers in making the transition from novice to experienced teacher.
- Induction programs must be based on the needs of the individuals as they adjust to their particular professional context.
- The experienced professionals who serve as sources of help to beginning teachers should receive training and support to facilitate their assistance, including reduced teaching loads.
- Support personnel should be concerned with the professional development of individual beginning teachers and should be separated from the evaluation role of a district.
- The training of teachers should be recognized as an ongoing educational process from preservice to retirement, requiring cooperative financial and programmatic support from those involved, including the local district, higher education, and state departments of education.

(Brooks, 1987 and Huling-Austin, 1990.)

KEY COMPONENTS OF INDUCTION PROGRAMS

Governing Body—Policy Committee

- Teachers
- Mentors
- School District Administrators
- Universities
- Educational Service Centers

Mentors

Training

- New Teachers
- Mentors
- Administrators

Community Involvement

Evaluation of Program

Budget—Resources

Induction Programs are collaborative efforts among Institutions of Higher Education, Independent School Districts, and Education Service Centers.

(Hurley, Dr. Alfred (February 1989). *Beginning Teacher Induction Plan for Texas Schools.* Commissioner's Advisory Committee on Teacher Education, pp. 6-7.)

INDUCTION YEAR MODEL
(Composite of University, School District, and Service Center Models)

I. Advisory Committee
   A. Members
      1. Teachers (elementary/secondary)
         a. Beginning (3)
         b. Experienced (3)
      2. Mentors (3)
      3. Administrators
         a. Elementary principal (1)
         b. Secondary principal (1)
         c. Superintendent (1)
         d. Curriculum (1)
         e. Personnel (1)
         f. Staff development (1)
      4. University representatives (one from each university in the region with a teacher education program)
      5. Education Service Center-Mentor Facilitator
   B. Responsibilities of Committee
      1. Determine needs of First Year Teacher
      2. Develop program
      3. Prepare budget/funding
      4. Development of job description for mentors
      5. Determine training
         a. Mentors
         b. Mentees
         c. Administrators
      6. Prepare Timelines

II. Mentors
   A. Selection Criteria
      1. Willingness to serve
      2. Valid credentials
      3. Classroom teacher
      4. Three years in the employing district
      5. Experience—minimum three years
      6. Exemplary teaching performance
      7. Recommendation of principal and/or campus selection committee
   B. Responsibilities/Roles
      1. Logistical support
      2. Emotional support
      3. Instructional support

III. Training
   A. Mentees
      1. Orientation
      2. Ongoing training
      3. Appraisal system
      4. Awareness of mentoring program
   B. Mentor Training
      1. Awareness
      2. New teacher needs and expectations
      3. Peer coaching skills (observation and communication skills)
      4. Effective teaching practices
   C. Administrator Training
      1. Goals/objectives of induction program
      2. Definition of induction
      3. Role of mentor
      4. Guidelines for selection/assignment/support of mentor

IV. Community Involvement
   A. Luncheons
   B. Chamber of Commerce
   C. Discounts/local businesses
   D. Welcome from community
   E. Credit Union support
   F. Ongoing teacher recognition

V. Evaluation of Program
   A. Teacher
   B. Mentor
   C. Principal
   D. Policy Committee
   E. Formative Survey
      1. Written and verbal
      2. Campus level "brainstorming" first semester

VI. Incentives for Mentor Training
   A. Stipends
   B. Supplies
   C. Released Time/Substitutes
   D. Training

(Holden, J. (1993). Mentor Manual Revision Workshop, Texas Education Agency.)

BEGINNING TEACHER TRAINING

TIMELINE

Initial—Before School Starts

- District policies
- Legal rights and responsibilities
- Insurance
- Paychecks
- Handbooks
- Meet administrators
- Two days with mentor—setting up room, class rules, grade books, lesson plans, etc. (campus policies)
- Teacher organizations
- Tour building/service center
- Meet support staff
- Materials/supplies
- Permanent records

Ongoing—Throughout the Year

- **Week 1-3**—Items for Mentor to Cover
  - Progress reports
  - Open-house
  - Parent conferencing/documentation
  - Referral forms
  - Substitute preparation
  - Reinforce procedures for office and aides
  - Review lesson planning
  - Time management/scheduling
  - Discipline techniques
- **Week 4-6**
  - Stress problems
  - Texas Teacher Appraisal System
  - Discipline
  - Report cards
  - Mentor observation of induction

- Sharing session
- Admission/Review/Dismissal (ARD) meeting
- Paperwork
- Financial planning
- Special Programs

- **Second Six Weeks**
  - Special schedules (holidays)
  - Observe mentor/other teachers
  - Make lesson together for Teacher Appraisal System
  - Teacher-made activities
  - Pacing lessons
  - Flexibility
- **Needs of First Year Teachers**
  - Technology
  - Reinforcement theories
  - Techniques of remediation and acceleration
  - Enhancing student's self-concept
  - Cooperative learning and other teaching strategies
  - Alternative instructional models
  - How to relate to backgrounds and cultures of students
  - How to evaluate yourself (self-assessment)
  - How to delegate work (especially with aides)
  - Learning styles
  - Academic Excellence Indicators System (AEIS)
- **Need of Second Year Teachers**
  - Questioning techniques
  - Self-esteem
  - Self-assessment
  - Career development further training
  - Complimenting extra-curricular activities with academics
  - Disaggregation date for instructional purpose

(Holden, J. (1993). Mentor Manual Revision Workshop. Texas Education Agency.)

Administrator Training

Initial (1 Day)

I. New Teacher Induction Mandates

II. Basic Needs of First Year Teachers
   A. Psychological
   B. Logistical
   C. Multicultural component
   D. Pedagogical component
   E. Content component

III. Mentoring Process

IV. Principal/Central Office Administration Role in the Induction Program

V. Evaluation Techniques

Ongoing Training

I. Program Review

II. Timeline Adjustments

III. Evaluative Data for Continuous Program Improvement

(Texas Education Agency, Induction Developmental Workshop, 1991.)

MENTORS

A NEW ROLE IN TEACHER PREPARATION

Teacher preparation in Texas has many dimensions with three direct routes to licensure. The standard college and university teacher training program culminates in at least 10 weeks of student teaching at an assignment site. The Alternative Certification Programs are developed collaboratively and may be delivered through colleges, universities, school districts or education service centers. The alternative programs require a year of mentored internship prior to licensure with preassignment and ongoing professional development. The Centers for Professional Development and Technology which deliver programs through colleges and universities in collaboration with schools, education service centers and communities provide multiple semesters of preservice work at campus sites. Currently, in Texas, all teacher preparation programs are in the process of being performance driven and field-based.

With the instruction and training of teachers on site, the roles and responsibilities of experienced teachers are greatly increased. The mentor has now become an integral part of the preservice education of new teachers. Professional development and training for the experienced teacher in the role of mentor is vital to the success of all educators.

The classroom teacher is now a colleague of college professors and other providers in the preparation of teachers. Classroom teachers provide input into the design and delivery of educator preparation. The field-based preservice programs are based on best practices and current research. Mentors are a part of the collaborative effort to prepare teachers who have with an extensive knowledge base and who can demonstrate their ability to work successfully with a diverse student population.

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Professional Associations

Association of Teacher and Professional Educators
Texas Association of School Administrators
Texas Association of School Boards
Texas Association of Secondary School Principals
Texas Classroom Teachers Association
Texas Elementary Principals and Supervisors Association
American Federation of Teachers
Texas State Teacher Association
Texas Association of Community Schools
Texas Professional Educators Association

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MENTORING

Bower, Ann M. **Formalized Mentoring Relationships: Do They Work**. Paper presented at the Academy for Leadership in Teacher Education of the Association of Teacher Educators, Anaheim, California, May 31-June 3, 1990. (ERIC Document Reproduction Service No. ED326487)

The nature of five mentor/intern relationships was investigated throughout the 1987-88 school year in four different, formalized mentoring projects in upstate New York. Subjects consisted of pairs of more-and less-experienced teachers. Variables considered in selecting the pairs included age, experience, gender, race, content area, context, subject area, ratio of interns to mentors, and first-and second-year participation by the school district. In-depth case studies were produced from data obtained from interviews and observations. Selective characteristics of the five pairs, as well as noteworthy aspects of four different local projects and five relationships are presented in outline form. Four out of the five cases documented satisfactory mentor/intern relationships. Conclusions drawn from the study include: (1) a satisfactory relationship can be created in a formal program; (2) considerable flexibility in the program is advisable; (3) a satisfactory relationship enhanced when the pair receive common release time; (4) mentor training is important; (5) mentors should be self-selected, flexible, approachable, experienced teachers who can work well with adults; (6) formalized relationships can be fortified by personal as well as professional dimensions; and (7) an early start produces positive feelings about the program and the relationship.

Daresh, John C.; Playko, Marsha A. **A Method of Matching Leadership Mentors and Proteges**. Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, New Orleans, Louisiana, April 4-7, 1992. (ERIC Document Reproduction Service No. ED344315)

A method for matching leadership mentors with beginning teachers is described in this paper, with emphasis on personality types and psychosocial characteristics. A review of literature on guide matching concludes that research is inconclusive and that matching is often based on availability. Five fundamental assumptions of the personnel matching approach are then outlined. Four mentor-protégé styles are described: supportive, directive, facilitative, and scientific. An instrument, which is an adaptation of the Sayers-Kirsch Leadership Matrix (1978), is being developed and pilot tested for the placement of individuals into one of the four groupings. A conclusion is that mentoring is not dependent upon participants' sharing similar leadership styles, but upon the ability to build upon sameness or difference. A behavioral characteristics rating form is included.

Daresh, John C.; Playko, Marsha A. **The Administrative Entry Year Program in Ohio: A Resource Guide**. Project paper of the Ohio Lead Center, Westerville, Ohio, 1989. (ERIC Document Reproduction Service No. ED311543)

In nine chapters, this guide provides planners of professional development programs for school administrators, directors, and supervisors with background information for assistance with the design of local entry-year programs and activities by employing school systems.

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In Chapter 1, the legal basis for entry year programs is examined through a statement of the Ohio Department of Education Standard in which these learning experiences are mandated. The research bases for the development of induction programs for beginning administrators are presented in Chapter 2. A discussion of the development of programmatic wholeness and integrity is covered in Chapter 3 for the purpose of indicating how entry-year programs might be able to fit other school district inservice and professional development activities. Chapter 4 reviews a model for developing an entry year program and offers an outline to assist planners of entry year programs with design, adoption, and eventual evaluation of a written entry year support plan. Chapter 5 considers curricular relevancy issues directly related to design and implementation of plans for the induction of administrators, with particular attention to mentoring arrangements. Chapters 6, 7 and 8 describe the mentoring and protégé components of entry-year programs. Chapter 8 specifically focuses on curricular issues associated with the development of mentor training programs that might be established throughout the state of Ohio. Assisting planners with assessment procedures for their entry-year programs is discussed in Chapter 9. Particular attention is placed on the use of the Ohio Department of Education model for the evaluation of its own inservice programs.

DeBolt, Gary. **Mentoring: Studies of Effective Programs in Education**. Paper presented at the Diversity in Mentoring Conference, Chicago, Illinois, April 19,1991. (ERIC Document Reproduction Service No. ED346166)

In examining the theoretical place of induction in the process of becoming a teacher, this paper compares five school-based collaborative models of the use of mentors as part of induction programs to support new teachers. The following aspects of each program are compared: (1) goals; (2) training of mentors; (3) support provided for mentors; and (4) strengths and benefits of each program. The following programs are examined: (1) a collaborative program by the Albuquerque Public Schools and the University of New Mexico; (2) the North Country Mentor/Intern Regional Consortium in Northern New York; (3) the Arizona Teacher Residency Program; (4) the partnership among Hunter College of the City University of New York and the 24 public schools of Community School District Number 4 in East Harlem; and (5) the University of Northern Colorado's partnership program with regional public schools. The following findings are presented: (1) collaboration between public schools and institutions of higher education is extremely beneficial and desirable; (2) the need to support new teachers is critical in light of increased demands and pressures affecting teaching; (3) support of minority group teachers is critical; (4) mentoring programs must include context specific training and ongoing support; and (5) benefits accrue to the individuals and organizations involved. Four figures are included.

Faddis, Bonnie, And Others. **Guide for Planning, Implementing, and Evaluating a Mentoring Program. Hand in Hand: Mentoring Young Women Book 1**. (ERIC Document Reproduction Service No. ED328971)

This document is one of three products developed as part of a 2-year project designed to increase the motivation of young minority women to pursue occupations and careers that will be in demand in the future. It is hoped that these products will help schools and businesses to cooperate in conducting a mentoring program. It provides guidelines for setting up a program and for establishing an active partnership between schools and businesses.

It also includes a leader's guide for setting up one type of mentoring program. In addition to suggesting procedures for initiating, conducting, and evaluating mentoring programs, this guide includes case studies of two existing and flourishing mentoring programs. It is designed to be an easy-to-use reference resource for businesses, schools, or community agencies that want to initiate mentoring programs. Chapter 1 presents the eight steps in developing a mentoring program. Chapter 2 provides workshop leaders with an introduction to conducting mentor training, and Chapter 3 contains a set of mentor training activities. Chapter 4 includes the case studies of two mentoring programs: The Registry in Seattle, Washington and the Directions' Career Mentorship Program in San Francisco, California. Appendices contain supplemental information for trainers and it contains fliers and forms from the Northwest Regional Educational Laboratory and the two mentoring programs described in the case studies.

Gregory, Vicki L. **Electronic Mentoring of Research**. Paper presented at the American Library Association (ACRL) Research Committee Program, Atlanta, Georgia, July 1, 1991. (ERIC Document Reproduction Service No. ED336113)

On July 1, 1991, the ACRL (Association of College and Research Libraries) Research Committee launched a pilot project to mentor academic librarians in their conduct of research. Since the mentors and proteges were potentially from all over the United States, the decision was made to mentor using the electronic conferencing capability of BITNET (Because It's Time Network). This paper discusses the features of BITNET and examines some projects that have utilized electronic mail/conferencing in education and other related fields in terms of how their experiences and conclusions might improve the use of electronic conferencing for another group. In addition to electronic mail/conferencing in research, the roles of the moderators and participants are examined in light of the experience gleaned from other projects. The paper concludes with a discussion of the electronic mentoring process in the ACRL pilot project and some examples of electronic mentoring are presented.

Kling, Ruth E., Brookhart, Donna, A. **Mentoring: A Review of Related Literature**. (ERIC Document Reproduction Service No. ED346095)

This literature review focuses on beginning teacher induction programs and addresses the following issues germane to the mentorship process: (1) the role of induction support programs for new teachers; (2) what mentoring is; (3) the mentor's role during the induction process; (4) the characteristics of effective mentor-protege relationships; (5) common problems encountered by participants in the mentor-protege relationship; (6) the role of administrative personnel in the mentor-protege relationship; and (7) the various stages of the mentor-protege relationship. Information for review and classification was gathered from 23 primary research studies, an ERIC search, and attendance at the Annual Conference on Mentorship. Findings indicate that induction support of new teachers often has a critical bearing on new teachers' decisions to stay or leave the profession. A list of recommendations is put forth as follows: (1) inservice training for administrators and peer teachers; (2) availability of mentors for new teachers; (3) appropriate training for all mentor teachers; (4) continued research regarding the effects of different subject mentoring; and (5) required preservice coursework with respect to classroom behavior and management techniques as well as how to work with special needs students.

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Knight, Cheryl S.; Knight, J. Pat. **Rebuilding a Positive Self-Image for Mentor Teachers**. (ERIC Document Reproduction Service No. ED340698)

Mentoring programs designed to assist beginning teachers have become commonplace in today's public school. However, little has been voiced about the necessity of considering the self-esteem of the mentor and the part it plays in developing a successful mentor/beginning teacher relationship. The mentor's self-concept directly affects the teaching success of both the mentor and the mentee. This paper presents the necessary activities of the mentor/mentee relationship and intertwines the necessary conscious ventures for building a positive self-image within both mentor and mentee. Those necessary activities include allowing both parties to: (1) fulfill responsibilities intentionally; (2) provide the gift of listening; (3) develop the ability to make decisions; (4) express and accept feelings; and (5) have the freedom to grow. These activities are characteristics of a caring and nurturing relationship. In this relationship the mentor's self-esteem plays a vital role. The great potential for growth is released when educators recognize the power of a positive self-esteem.

Little, Judith Warren, Ed.; Nelson, Linda, Ed. **Mentor Teacher. A Leader's Guide to Mentor Training**. (ERIC Document Reproduction Service No. ED328940)

This guide assembles examples of staff development used by one large school district, Los Angeles Unified School District, to prepare teachers for the new role of mentor. In an effort to help mentors get off to a good start, the district's Professional Development Center assembled a 30 hour program of discussion panels, skill training, and problem solving groups. Four sections of the guide represent the original 30 hour core training: (1) Orientation to the Mentor Role; (2) Assisting New Teachers; (3) Classroom Organization and Management for New Teachers; and (4) Classroom Consultation, Observation and Coaching. Two additional sections reflect revisions and additions now underway: The Mentor as Staff Developer and Cooperation Between the Administrator and the Mentor. Each section begins with an overview of the topic and a brief preview of the concepts or skills developed in the individual segments. Each section ends with a short inventory of other resources and references. Numerous handouts and transparencies are also included.

Manthei, Judith. **The Mentor Teacher as Leader: The Motives, Characteristics and Needs of Seventy-Three Experienced Teachers Who Seek a New Leadership Role**. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 20-24, 1992. (ERIC Document Reproduction Service No. ED346042)

The data presented in this paper were collected from 73 early childhood, elementary, and middle school teachers who were among the first teachers to prepare for formal mentor teacher leadership roles in Massachusetts. These teachers were enrolled in a graduate mentor teacher preparation course at Wheelock College (Massachusetts). The inventory is divided into two major sections. Section 1 includes five categories of information that reflect the topics addressed in the mentor preparation course: Personnel Motivation for Becoming a Mentor; Personal Traits and Qualities; Areas of Knowledge and Skill as a Classroom Teacher; Areas of Knowledge and Skill as a Mentor Teacher, and Knowledge of Organizational issues. Section 2 of the inventory helps teachers formulate individual action plans to address the areas of need indicated in Section 1. The findings indicate that teachers are motivated to

prepare for new formal mentor teacher roles primarily because they seek an avenue for their own professional growth and stimulation; helping novice teachers is a secondary motivating factor. In addition, this research indicates that most of the aspiring mentor teachers want, but after several years of successful teaching do not possess, the knowledge and skills to create and/or assume new teacher leadership roles. Implications of the study are discussed and a new master's degree which includes a Teacher as Leader program is described briefly. The appendices contain the inventories used for data collection.

Matczynski, Thomas J.; Comer, Kelvie C. **Mentoring Women and Minorities in Higher Education: An Anecdotal Record**. (ERIC Document Reproduction Service No. ED331376)

This paper reviews the higher education literature concerning mentoring, examines the stages involved in the mentoring process, and presents an anecdotal account of a mentor/protégé relationship. The literature review examines gender and race in mentoring. It reveals that mentoring is very important for females and minorities because of the obstacles they often face in career advancement, yet mentor pools are largely composed of white males. Cross-gender mentoring roles also bring difficulties, particularly involving female proteges who are reluctant to engage in any late work sessions or socializing with their mentor for fear of negative outside reactions or gossip. Four basic stages of a mentoring relationship are discussed: (1) initiation; (2) cultivation; (3) separation; and (4) redefinition. The stages define the progression of the relationship beginning with the protegé's need for help and support from a mentor who is admired and respected, to the protegé becoming independent and shifting the relationship to one of collegiality and friendship, or anger and permanent separation. Finally, an anecdotal record describes the various experiences and phases of a mentor/protégé relationship between a new academic dean and a consultant, written from the perspectives of both persons involved. Also included are 26 references.

Muse, Ivan D. and Others. **Potential Problems (and Solutions) of Mentoring in the Preparation of School Administrators**. *Journal of School Leadership*, v. 2, n. 3, pp. 310-319; July 1992.

Some university administrator preparation programs use experienced principals as mentors for aspiring principals. The mentoring relationship is more beneficial if the practicum experience is long term and the mentor is seen as an important member of the university training effort. This paper discusses 12 common mentoring pitfalls (such as selection, control, dependency, and cross-gender problems) and recommends solutions.

Papalewis, Rosemary; and Others. **Preparing School Administrators for the Culturally and Linguistically Diverse. A Formal Mentor Training Program in Progress**. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1991. (ERIC Document Reproduction Service No. ED333094)

Mentoring is the focal point of this innovative program, established in 1987, for the preparation of school principals. The program emphasizes learning through field experience and close collaboration between participating universities and local school administrative systems. Experienced administrators are chosen to serve as mentors for candidates in the administrative preservice training program. Mentors receive special training to prepare minority group candidates. Mentors are selected on the basis of recommendations of district superintendents

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and are matched with protégés, regardless of sex or race. Mentors and protégés are administered the Alleman Mentoring Scales Questionnaire, the Mentoring Styles Indicator for Educational Administrators, and the Protégé Needs Survey as pre- and post-training assessment. Mentors and protégés are familiarized with the techniques of mentoring and the overall goals of the mentoring program during a training workshop. The development of both mentors and protégés is tracked throughout the program using structured interviews and journals. The following results are reported: (1) mentor behavior identified by protégés; (2) descriptions of mentoring relationships by protégés; (3) descriptions of protégés by mentors; and (4) descriptions of struggling with mentors and developing informal mentoring relationships by protégés. Protégé interview questions and examples of protégé feelings, insights, and problems are included. A list of 37 references is appended.

Playko, Marsha A. **Mentors for Administrators: Support for the Instructional Leader**, *Theory into Practice*; v. 30, n. 2, pp. 114-127, Spring 1991.

Administrative mentoring can encourage new administrators to become instructional leaders. The article discusses the shortcomings of mentoring for professional development and proposes mentoring to support experienced administrators trying to be more than managers. The availability of mentors to guide beginning instructional leaders facilitates and encourages initial and continuing success.

Reiman, Alan J., Edelfelt, Roy A. **School-Based Mentoring Programs. Untangling the Tensions Between Theory and Practice**, Research Report 90-7. (ERIC Document Reproduction Service No. ED329520)

This paper describes the contextual dimensions of eight school sites that ameliorate or restrain relationships between mentor and novice teachers. Interview data from 23 mentors, 16 novice teachers, and 8 principals suggest 5 contextual themes that ameliorate or restrain an effective induction for novice teachers: (1) early experiences; (2) dispositions toward induction; (3) leadership; (4) time and organization; and (5) interpersonal dynamics. A discussion of each of the themes as drawn from the interview data is presented. The final section contains recommendations designed to assist teacher educators, policy makers, and school personnel in questioning the structure and the content of programs that will prepare novice teachers for a career in education. Appendices include the Professional Development Plan, Evaluation Form, Course Materials for University-Based Mentor Training, and a Hunt Paragraph Completion Inventory.

Ruzicka, Patricia; and Others. **Helping Young Women at Work: Workshop Leader's Guide for Mentor Training**. (ERIC Document Reproduction Service No. ED291909)

This guide is one of three products that make up a complete mentorship program. The purpose of the program is to increase the motivation of young minority women to pursue occupations and careers that will be in demand in the future. The presenters' manual contains background information about the mentor experience, tips about training, and instructions on how to conduct a mentor training workshop. The section with the mentor training activities contains an agenda for the workshop and step-by-step instructions for conducting the activities. A general overview is given for each of the eight activities that make up the

2-hour training session. The objective includes a description of the activity, the outcome or objective, any related readings or references in the companion Mentor Ideabook or Career Journal, time required, materials required, and general training notes. For most of the activities, the pages following the overview give step-by-step procedures for leading the activity and specific tips that will help the activity to go smoothly. Preparation for each activity is also highlighted. Activities include: getting to know you, general introduction, facts and figures, mentors in my life, nitty-gritty issues, gathering mentor information, housekeeping details, and wrap-up. Appendic[illegible] provide some helpful information for trainers.

Sindelar, Nancy W. **Development of a Teacher Mentorship Program: High Professionalism and Low Cost**. *ERS Spectrum*, v. 10, n. 2, pp. 13-17, Spring 1992.

Describes an Illinois high school teacher mentoring program designed to promote interactions between new and experienced teachers, share research on effective instruction, and disseminate information on school policies and routines. This article summarizes program development stages for use of administrators considering similar programs.

Behavior and Discipline Management

Critical Tasks: A Handbook for School Principals. Arkansas State Department of Education, Little Rock. (ERIC Document Reproduction Service No. ED321411)

Specific training materials are presented in this handbook to help principals accomplish five critical tasks: which include preparation of an annual school improvement plan; supervision of student discipline; management of student activities; supervision of course content guides; and student evaluation. A section module on each task includes an overview, specific guidelines, a summary, and appendices.

Short, Paula Myrick; Clark, Scott. **The Effect of a School-Wide Discipline Management Program on School Discipline**. *Educational and Psychological Research*, v. 8, n. 3, pp. 203-212, 1988.

Data analysis at a secondary school indicated that discipline referrals significantly decreased following implementation of the Discipline Management Plan described in this report.

Wilson, Susan M. **The Secret Garden of Teacher Education**. *Phi Delta Kappa*, v. 72, n. 3, pp. 204-209, November 1990.

Describes an introduction to teaching course that helps students question ingrained beliefs and assumptions about teaching. Students envision teaching knowledge as lists of methods for discipline, management, evaluation, and instruction that, once memorized, will ensure their success. The characteristics making knowledge worth knowing often get lost. Also included are nine references.

Yenchko, Anne; DeBeal, Marshall Kirk. **An Innovative Approach to Discipline and Management**. Paper presented at the Annual Convention of the American Personnel and Guidance Association, Washington, D.C., March 20-23, 1983. (ERIC Document Reproduction Service No. ED246019)

The Effective Classroom Management and Discipline Strategies Graduate Program for Educators is organized around a series of core modules designed for use in inservice teacher education. The basic skills learned in these series of modules are communication (feedback, nonverbal, listening, self disclosure, problem solving, and conflict resolution), class meetings, accountability strategies, stress management, and role playing. All of the core modules contain a values clarification exercise enabling teachers to identify their individual starting place with these skills. A critical component of the values module is a Discipline Inventory, which helps teachers to identify their main interactional style with children. This inventory presents an orientation from which to work in developing skills for learning other styles. These basic skills are designed to be preventative management strategies for elimination of possible sources of conflict and dissension in the classroom. The second series of modules is organized under different teaching styles which may be oriented toward curriculum, interaction, or intervention.

Classroom Management

Baron, Eleanor; and Others. **Collaborative Urban Education: Characteristics of Successful Urban Teachers**. Paper presented at the Annual Meeting of the American Association of School Administrators, San Diego, California, February 21-24, 1992. (ERIC Document Reproduction Service No. ED346232)

This paper presents the findings of a literature review undertaken to identify behaviors and practices demonstrated by successful urban teachers in their preparation for teaching and interacting with students. The literature search focused on competencies for urban teaching and on urban education. The search yielded two broad areas of competence: internal effects (issues that focus on school or classroom practices), and external effects (practices that urban teachers pursue outside the school to help produce success). The search identified the following internal effects: (1) active teaching; (2) positive classroom management; (3) use of a variety of teaching methods; (4) planning and sequencing; (5) interpersonal skills; (6) efficacy and expectation; and (7) applicability. The external effects identified by the search were community and family support and knowledge of urban and multi-ethnic sociology. For each effect, the paper provides a short description of the quality, followed by two to three sentence descriptions of each empirical study or review related to that effect. Included is a table listing categories of key findings listed by study type and date. Also included are 27 references.

Bruneau, Beverly J. **Restructuring Practice to Facilitate Children's Literacy Learning: A Case Study of Teacher-Initiated Curricular Change**. *Teaching Education*, v. 4, n. 2, pp. 69-76, Spring 1992.

This study describes curricular change from a skills-based, basal reader approach to a whole-language approach to reading instruction from the perspective of a second grade teacher engaged in self-initiated curricular development. A significant concern that emerged was modifying class routine and organization to reflect a different instructional approach.

Buehler, Ruth M.C. **Making School Fun for You and Your Students**. (ERIC Document Reproduction Service No. ED349302)

Because teachers and students spend at least 180 days in school each year, it is important that school be an enjoyable place to learn and to spend time. Three components of teaching and classroom management help to make school a fun place to be. The first is security. In order to help students achieve this feeling, teachers (with student participation) need to establish rules that are consistently reinforced. Consistency enables the child to feel secure and understand expectations. The second component, ensuring success for each child, can be achieved by creating a success-oriented environment, one that links what the child already knows with new things to be taught, thus making goals attainable. Activities for involving children in the learning process include playing teacher, unison response, group discussion, and games. The final component is structure. Children need structure to know what is going to happen, and when and how it is going to happen. Structure might include a posted daily schedule, allowing for some flexible time, and appropriate settling down periods. The components of security, success, and structure intertwine and rely upon each other to make school a place where the learning process becomes a fun process.

Carlsson-Paige, Nancy; Levin, Diane E. **Moving Children from Time-Out to Win/Win: Beginnings**. *Child Care Information Exchange*, n. 84, pp. 38-42, March-April 1992.

Developmental issues, short-term solutions for children's conflicts, and goals for conflict resolution training are discussed. A step-by-step approach for teachers to use in working through a conflict with children is included, as is a list of children's books that deal with conflict resolution.

Carlsson-Paige, Nancy; Levin, Diane E. **When Push Comes to Shove—Reconsidering Children's Conflicts: Beginnings**. *Child Care Information Exchange*, n. 84, pp. 34-37, March-April 1992.

Many early childhood teachers report an increase in children's use of aggressive means to work out disputes, often as a result of such influences as the Teenage Mutant Ninja Turtles fad. This article offers suggestions for helping children learn ways to resolve conflicts and for creating a conflict resolution curriculum.

Carter, Margie. **Disciplinarians or Transformers? Training Teachers for Conflict Resolution: Beginnings**. *Child Care Information Exchange*, n. 84, pp. 46-47, March-April 1992.

To translate the concept of a conflict resolution curriculum into everyday practice, teachers can identify their own filters and agendas in conflicts; examine the classroom environment; and refine their interaction skills.

Chaffee-Sorace, D.; and Others. **A Touch of Class! Personalities: A Conversational Review Technique Across Languages**. *Canadian Modern Language Review*, v. 48, n. 3, pp. 610-613, April 1992.

A technique, referred to as "Personalities", for helping students practice second-language conversational skills is described. The exercise can teach and review vocabulary, grammatical structures, and cultural information.

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Cherkas, Barry M. **The Art of Undoing Wrong Mathematics in the Classroom**, *Primus*, v. 2, n. 1, pp. 1-8, March 1992.

Emphasizes, and illustrates with examples, the importance of taking classroom time to rectify incorrect student thinking by immediately undoing, or unraveling, students' misconceptions, errors, or misapplications. When this process is cultivated without a judgmental attitude on the part of the teacher, students' confidence is inspired and independent thinking skills are fostered.

Clawson, Mary Lou. **Guiding ADHD Students: Ten Ways to Help Them Succeed**, *Schools in the Middle*, v. 2, n. 1, pp. 17-18, Fall 1992.

Characteristics of attention deficit disorder students include inability to concentrate, messy or incomplete work, difficulty following directions, failure to follow game rules, poor peer relations, and low self-esteem. Teachers should use visuals, provide "wait-time" between changes in activities, give short, well-structured homework assignments, reinforce positive behavior, and search out student talent and creativity.

Demchak, MaryAnn; Drinkwater, Sarah. **Preschoolers With Severe Disabilities: The Case Against Segregation**, *Topics in Early Childhood Special Education*, v. 11, n. 4, pp. 70-83, Winter 1992.

This article discusses a rationale for and benefits of integration of preschoolers with severe disabilities. Strategies to promote social integration are offered in the areas of teacher preparation, environmental arrangements, activities aimed at nonhandicapped peers, and teaching disabled children social interaction strategies. Also considered are support services, instructional integration, and friendship development.

Dodd, Anne Wescott. **Insights from a Math Phobic**, *Mathematics Teacher*, v. 85, n. 4, pp. 296-298, April 1992.

The author's personal experiences in overcoming mathematics anxiety provide insights into how teachers can create a classroom environment to help students develop self-confidence by assessing students' feelings, using cooperative-learning techniques, showing more patience, and having students write about their experiences.

Edwards, Carolyn. **Creating Safe Places for Conflict Resolution to Happen: Beginnings**, *Child Care Information Exchange*, n. 84, pp. 43-45, March-April 1992.

Maintains that an environment of trust, protection, and mutual regard allows children to grow in the practice of cooperation, joint problem solving, and positive social behavior. Details ways for teachers to create a democratic and participatory climate, and a community of caring and well-being, in the classroom.

Everston, Carolyn M.; Harris, Alene H. **What We Know about Managing Classrooms**, *Educational Leadership*, v. 49, n. 7, pp. 74-78, April 1992.

Although the amount of available time imposes limitations on accomplishment, the key issue is time usage. Effective classroom management conserves instruction time by planning

activities and tasks to fit the learning materials; setting and conveying procedural and academic expectations; and appropriately sequencing, pacing, monitoring, and providing feedback for student work. Also included are 40 references.

Ficke, Joan C., Moore, Joseph T. **The ABCs of Teaching**. *NASSP Bulletin*, v. 76, n. 544, pp. 78-79, May 1992.

Just as Robert Fulghum claimed to have learned in kindergarten all he needed to know, this article presents 26 all-encompassing teaching tips about questioning techniques, making kids laugh, stressing cooperative learning over competitive approaches, dressing like professionals, encouraging independence, and enriching themselves and their students.

Fillebrown-DiDomenico, Karen. **A Computer-Integrated Science Plan**. *Computing Teacher*, v. 19, n. 8, pp. 21-23, May 1992.

Describes secondary science programs designed to meet the educational, behavioral, social, and emotional needs of students who do not appear able to benefit from, or adapt to, the traditional educational system. Includes an outline of lessons encompassing a multidisciplinary, computer integration plan for hatching chicken eggs, and directions for obtaining the software database.

Gately, Susan E.; Siperstein, Gary N. **Achieving the Maximum Benefit: Managing Stress in Learning Disabled Students**. Paper presented at the Annual Convention of the Council for Exceptional Children, 70th, Baltimore, Maryland, April 13-17, 1992. (ERIC Document Reproduction Service No. ED345430)

Students with learning disabilities typically experience more stress than other students at school, as a result of peer rejection, academic difficulties, and changing classroom environments, but may have fewer resources and abilities to cope with this stress. This paper outlines the knowledge and skills that teachers need to help alleviate stress in their students. The goal of the instructional intervention approach is to help students develop techniques and skills to manage stress on their own. Instructional approaches to stress management include: using relaxation techniques and visualization, utilizing positive self talk to minimize the power of stressors, recognizing when negative self talk serves to maximize the stress of an experience, developing problem solving and decision-making strategies to use when confronted with stressors, and developing and utilizing social supports. Also included are 22 resources.

Hauck, Marge; Merz, Olivia. **Distinctive Displays**. *Instructor*, v. 102, n. 1, pp. 59-60, July-August 1992.

Offers tips on creating interactive bulletin boards and displays designed to help elementary students develop thinking skills and number concepts and to help teachers with such daily tasks as taking attendance, keeping track of birthdays, doing lunch counts, maintaining job lists, and exploring individual student characteristics.

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Hodapp, Albert F., Hodapp, Joan B. **Homework: Making It Work**, *Intervention in School and Clinic*, v. 27, n. 4, pp. 233-235, March 1992.

Using an A-to-Z keyword format, this article presents research findings and suggestions on effective use of homework assignments. The article suggests appropriate amounts of homework by grade level, emphasizes the importance of feedback, recommends use of notebooks as organizational tools, and notes the value of displaying completed homework.

Honig, Alice Sterling. **Creating Integrated Environments for Young Handicapped Children**. Paper presented at the Annual Conference of the Bridging the Gap Program, Fairfax, Virginia, March 7, 1992. (ERIC Document Reproduction Service No. ED347755)

This paper offers guidelines for effectively integrating preschool children with disabilities in classrooms with nonhandicapped children. First, formal aspects of program integration including legislative requirements and the Child Find program to identify young children needing special services are reviewed. Next, program planning guidelines are offered concerning: when integration should begin; selection of a learning model; teacher/child ratios and schedules; staffing; evaluation; supports for staff; and development and use of personalized prescriptions. Finally, 20 ideas for teachers and caregivers are offered. These include: learn about each disability; know skill prerequisites; arrange the environment; be flexible about theory and practice; show physical affection; provide tactual real experiences; discipline wisely; and utilize parents as partners. Also included are 18 references.

Hudgins, Judith M.; Cone, W. Henry. **Principals Should Stress Effective Teaching Elements in Classroom Instruction**, *NASSP Bulletin*, v. 76, n. 542, pp. 13-18, March 1992.

Based on a survey of Ohio's elementary and high school principals, this article proposes a specific, selected set of effective teaching elements: classroom climate, questioning, set induction (to spark student motivation), stimulus variation, reinforcement, and closure. Principals will find these elements practically based, observable, common to all classrooms, and meaningful to teachers. Also included are 10 references.

LeBlanc, Albert. **Ensuring Success in the Music Classroom**, *NASSP Bulletin*, v. 76, n. 544, pp. 52-55, May 1992.

Acquaints readers with music education research journals and summarizes recent research on instructional techniques, factors influencing performance, grading systems, and broad lines of inquiry. One study showed that students perceiving greater involvement, affiliation, teacher support, and organization tended to receive better music contest ratings. Also included are 4 references.

Lotan, Rachel; and Others. **Strategies for Detracked Middle Schools: Curricular Materials, Instructional Strategies, and Access to Learning**, *Middle School Journal*, v. 24, n. 2, pp. 4-14, September 1992.

Establishing instruction in heterogeneous small groups as standard practice in middle grade classrooms is a central goal of present reform efforts. Addresses the following: (1) the nature of the curricular materials; (2) the organization of the classroom for group work;

and (3) the provision of providing access to learning for all students in the heterogeneous small groups. Also included are 17 references.

Malm, Karen. **Behavior Management in K-6 Classrooms**, *NEA Early Childhood Education Series*. (ERIC Document Reproduction Service No. ED342769)

This publication presents a system of proactive classroom management for use in elementary school, grades K-6. Characteristics of the proactive concept are described as: (1) planning for prevention rather than reaction to behavior problems; (2) considering the classroom as a total process of facilitating achievement as well as appropriate behavior; (3) dealing with the entire class rather than with individual student behavior; and (4) defining behavior management as an entire system utilizing the principles of behavior theory rather than isolated techniques. An overview is provided of behavioral principles that will give teachers a broad-based understanding of why children behave and misbehave. A classroom management system is presented based on behavioral principles. The book is organized into eight chapters: (1) The Behavior Management Hierarchy; (2) Classroom Environment; (3) Scheduling; (4) Affecting Antecedents: Rules and Routines; (5) Reinforcement Strategies; (6) Parental Involvement; (7) Using Consequences To Affect Behaviors, and (8) Concluding Remarks, consisting of a checklist to help in assessing the classroom and for troubleshooting behavior problems.

Miller, L. Diane. **Tips for Beginners**. *Mathematics Teacher*, v. 85, n. 5, pp. 354-355, May 1992.

Presents a technique used during the first five minutes of class that elicits from students written responses to questions of their understanding of mathematical content or their attitudes toward their mathematics class specifically, or mathematics in general. Provides sample questions from algebra, geometry, and general mathematics.

Mueller, Ralph O.; Dupuy, Paula J. **Educational Applications of the TFA Counseling System**. *Midwestern Educational Researcher*, v. 5, n. 1, pp. 24-27, Winter 1992.

Summarizes the Thinking-Feeling-Acting (TFA) behavior model typically used in counseling settings. TFA behavior orientation can be assessed formally with the Hutchins Behavior Inventory or informally using the three-point TFA Triangle. Presents classroom applications of the TFA system in the areas of student behavior assessment and student-teacher interactions.

Pattillo, Janice; Vaughan, Elizabeth. **Learning Centers for Child-Centered Classrooms**, *NEA Early Childhood Education Series*. (ERIC Document Reproduction Service No. ED344675)

A learning center is a defined space where materials are organized in such a way that children learn without the teacher's constant direction. This book offers guidelines that will help preprimary and primary school teachers organize and manage learning centers in the classroom. Chapter 1 describes the advantages of using learning centers and explains what a learning center classroom looks like. Chapter 2 focuses on organizational and management concerns, such as arranging the room, scheduling the day, previewing and reviewing activities, limiting the number of children working in the centers, and monitoring their choices. Chapter 3 considers the role of the teacher in assessment, the planning and setting up of learning centers, interaction, and arbitration. In Chapters 4 and 5, types of learning centers appropriate

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for preprimary and primary education are discussed in terms of the rationale for the center, the integration of developmental skills into learning in the center, organizational suggestions, and sample activities. Chapter 4 discusses preprimary centers for art, table games, discovery, dramatic play, blocks, music, and construction, and library and gross motor centers. Chapter 5 looks at learning centers appropriate for primary grades, including centers for creative writing, reading, spelling, handwriting, social studies, science, mathematics, library centers, and "active primary centers", which function as extensions of the centers discussed in Chapter 4. A list of resource books is included in both Chapters 4 and 5. Chapter 6 suggests the first steps for the teacher considering the conversion to a learning center classroom.

Phoenix, Kelly. **Cooperative Learning: How Does it Affect Discipline?** Master's Field Project, University of Virginia, 1992. (ERIC Document Reproduction Service No. ED348155)

This study examined the impact of the use of cooperative learning on classroom discipline in third, fourth, and fifth grade classrooms. Data were collected by means of teacher and experimenter observations of student classroom behavior. Problem behaviors were classified into two categories that involved the students themselves: off-task and noncompliance. Two other categories involved other students: bothering others and aggression. For cooperative and noncooperative classrooms respectively, teacher observers counted 36 and 50 off-task behaviors, 5 and 1 noncompliant behaviors, 32 and 35 behaviors that involved bothering other students, and 8 and 3 aggressive behaviors. Also for cooperative and noncooperative classrooms respectively, experimenter observers counted 40 and 59 off-task behaviors, and 37 and 36 behaviors that involved bothering other students. No noncompliant or aggressive behaviors were observed by the experimenter. From these data, it is concluded that the use of cooperative learning reduces the number of self-related off-task problem behaviors in the classroom. A list of 14 references is provided. Appended materials include a description of the behavior problems counted in the observations, a questionnaire for teachers concerning problem behavior, and a series of graphs illustrating the data described in the text.

Pizzini, Edward L.; Shepardson, Daniel P. **A Compa[illegible]n of the Classroom Dynamics of a Problem-Solving and Traditional Laboratory Model of Instruction Using Path Analysis**, *Journal of Research in Science Teaching*, v. 29, n. 3, pp. 243-258, March 1992.

Compare models of the classroom dynamics for a traditional laboratory setting and a problem solving centered environment, both at the eighth grade science level. Descriptive data indicate no differences in the models, whereas path analyses suggest that, in the problem-solving model, student behaviors significantly correlate to lesson structure, class setting, and teacher-student interaction. Also included are 22 references.

References/Resources on Conflict Resolution: Beginnings, *Child Care Information Exchange*, n. 84, p. 48, March-April 1992.

Lists a total of 32 references and resources on techniques for conflict resolution in the preschool classroom, most dated in the 1980s and 1990s.

Riel, Margaret. **Making Connections from Urban Schools**, *Education and Urban Society*, v. 24, n. 4, pp. 477-488, August 1992.

Describes a cooperative-learning technique that uses a computer network and involves cooperation among teams separated by physical and social distances. Teachers' messages and students' work illustrate positive features of network connections for inner-city classrooms that are at-risk because of academic, physical, or economic conditions.

Roberts, Joanne Erwick; and Others. **Teachers' Use of Strategies to Facilitate the Communication of Preschool Children with Disabilities**. *Journal of Early Intervention*, v. 15, n. 4, pp. 358-76, Fall 1992.

Observation of 31 teachers and their preschool students with disabilities in 2 contexts (meals and activities) showed that teachers frequently engage children in communicative interactions, commented on ongoing activities, were highly responsive, and waited for children to respond. Teachers less frequently expanded children's utterances, prompted for a higher level of response, or promoted peer interactions.

Seaver, Paul W., Jr. **Pantomime As An L2 Classroom Strategy**. *Foreign Language Annals*, v. 25, n. 1, pp. 21-31, February 1992.

Discusses the use of pantomime to arouse student interest and promote foreign language acquisition, providing several examples demonstrating the inclusion of mimetic activities for teaching about culture and grammar, introducing new vocabulary, and testing. Also included are 33 references.

Shiffman, Doris, Yaffe, and Others. **Tips from the Classroom**. *TESOL Journal*, v. 1, n. 2, pp. 31-35, Winter 1991-92.

Discusses setting up conversation tables on campus in cross-cultural interaction among native and nonnative speakers, presents ways to teach proverbs in the advanced classroom, describes how to use Aesop's fables to integrate all learning skills, tells how to teach make-do, and suggests ways to improve communicative skills for better accuracy and fluency.

Slovin, Hannah. **Number of the Day**. *Arithmetic Teacher*, v. 39, n. 7, pp. 29-31, March 1992.

Presents an activity for representing a given number in as many ways as possible using short periods of time to develop students' number sense and provide the teacher the opportunity to make informal student assessment and diagnosis. Provides specific dialogue of the activity being used in a third grade class.

Smith, Maureen A.; Misra, Anjali. **A Comprehensive Management System for Students in Regular Classrooms**. *Elementary School Journal*, v. 92, n. 3, pp. 353-372, January 1992.

Describes a comprehensive classroom management system that fosters the development of academic and social goals in all elementary school students. Advocates an approach that includes antecedents that prevent or minimize disruption and consequences that reinforce or increase appropriate behavior.

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Swalley, Gary; and Others. **Back-to-School Bonanza**, *Learning*, v. 21, n. 1, pp. 52-56, August 1992.

A collection of back-to-school ideas helps elementary school teachers facilitate their students' adjustment to new class environments with across-the-curriculum activities. The suggestions focus on getting acquainted, learning class rules, discussing topics of study, building self-esteem, working with parents, learning cooperatively, thinking critically.

Tips for Beginners, *Mathematics Teacher*, v. 85, n. 3, p. 196, March 1992.

Two methods to facilitate classroom management and initiate student responsibilities are presented. The first describes student responsibilities for making up missed tests or assignments. The second describes a student scorecard to help students keep track of their grades and act as a motivational technique.

BEGINNING TEACHER

Kruh, Janet, J.; Murphy, Karen, L. **Interaction in Teleconferencing: The Key to Quality Instruction**. Paper presented at the Annual Rural and Small Schools Conference, 12th, Manhattan, Kansas, October 29-31, 1990. (ERIC Document Reproduction Service No. ED329418)

This paper examines classroom strategies for distance learning. It discusses the importance of participant interaction in all learning and offers examples of interactive distance-learning situations. Focusing on interaction of learning, the paper is intended to assist public schools in assessing various distance-learning programs, including computer conferencing, fiber optic cable, and audio-, audio graphic-, or satellite teleconferences. Traditional classroom interaction is channeled in a variety of ways. Interactive participation stimulates the learning process in solving problems, encourages constructive criticism of solutions, and strengthens group commitment. Distance-education environments often become passive experiences for learners, but instructional strategies can be used to improve interaction in teleconferencing. Categories of teleconferencing interaction include the following: (1) learner interaction with the presenter, (2) learner interaction among persons at a local site; (3) learner interaction with persons at other sites; and (4) vicarious interaction. Strategies such as panel discussions, role playing, and question-and-answer sessions also can be used to bring variety to interaction. The document concludes that quality distance education depends upon the degree of interaction. The document includes a bibliography of nine references.

Mickler, Walt. **The Beginning Teacher Program: A Model Local Induction System and School Improvement Program**. Paper presented at the Annual Meeting of the National Council of States on Inservice Education, 9th, Orlando, Florida, November 16-20, 1984. (ERIC Document Reproduction Service No. ED274647)

This beginning teacher program is a combination of a support and training program for first-year teacher in 12 school districts in Kansas. Participation is required and the program features regular meetings with the building principal, a year-long, performance-based skill training program, and a set of performance tasks which ask the beginning teacher to demonstrate classroom mastery of basic teaching skills. The content of the program was chosen primarily

from research on effective teaching. The sessions focus on: (1) beginning the school year effectively; (2) teacher behavior and classroom control; (3) behavior management techniques; (4) conferencing with parents; (5) lesson planning for successful teaching; (6) a modified Hunter Model of teaching; (7) co-op services and procedures; (8) classroom communication; (9) questioning patterns and sequences; (10) teaching styles/learning styles; (11) teaching study skills while teaching content; (12) evaluating student progress; and (13) the teacher and school law. Descriptions are given of the use of resource people, the principal's responsibilities, incentives, and program materials. Expected outcomes of the program and suggestions on Implementation are discussed. A copy of a participant guide, a principal's evaluation guide, and an interim progress report are appended.

Utah System Approach to Individualized Learning Project. **Conferencing Makes the Difference**. (ERIC Document Reproduction Service No. ED162993)

Guidelines are offered on the technique of establishing understanding among pupil, teacher, and parent by formal and informal conferences. Means of establishing goals for individual students are suggested, and methods of evaluating performance are given. The importance of communication between parent and teacher by means of conferences and written notes is stressed. Samples of "commitment sheets" for elementary grade pupils, delineating what tasks are to be accomplished, are included.

Peer Coaching

Ackland, Robert. **Review of the Peer Coaching Literature**, *Journal of Staff Development*, v. 12, n. 1, pp. 22-27, Winter 1991.

Explores the origins, characteristics, and objectives of peer coaching in faculty development, looking at its two basic forms (coaching led by experts and reciprocal coaching). The article presents theoretical concepts and proposes directions for future research, indicating points to consider When establishing a peer coaching program.

Aronstein, Laurence W.; Debenedictis, Kenneth L. **An Interactive Workshop: Encouraging School-Based Management**, *NASSP Bulletin*, v. 75, n. 537, pp. 67-72, October 1991.

Describes a multifaceted administrator leadership workshop that relies on case studies, role playing, and peer coaching exercises to enhance leadership skills. Administrators work collaboratively with staff members to analyze problems, prioritize needs, make decisions, and facilitate these three processes by using a repertoire of group dynamic skills.

Flanigan, Beverly Olson. **Peer Tutoring and Second Language Acquisition in the Elementary School**, *Applied Linguistics*, v. 12, n. 2, pp. 141-58, June 1991.

Analysis of "tutor talk" occurring between native or proficient non-native speakers of English and limited or non-English speaking elementary students found that, although tutors used little sentence-level simplification, they made extensive use of conversational and tutorial strategies similar to those used by native and nonnative adults.

Garcia-Vazquez, Enedina; Ehly, Stewart, W. **Peer Tutoring Effects on Students Who Are Perceived as Not Socially Accepted**, *Psychology in the Schools*, v. 29, n. 3, pp. 256-266, July 1992.

Investigated effects of structured peer tutoring program on social acceptance of students. Paired third and fourth graders perceived as not socially accepted with students rated as well-liked. Both served as tutors and tutees. Findings were significant for type of student (liked, disliked). Findings suggest that, regardless of role (tutor or tutee), change in acceptance would occur over time.

Koballa, Thomas, R. Jr.; and Others. **Peer Coaching: Capitalizing on Constructive Criticism**, *Science Teacher*, v. 59, n. 6, pp. 42-45, September 1992.

The authors describe peer coaching as the process of teachers helping each other using techniques based on models of clinical supervision. Presents positive outcomes of peer coaching. Suggests that the professional interaction should involve a preconference, an observation, and a post conference. Also included are five references and an annotated bibliography.

Laurel, Elva G.; and Others. **Employing Peer Coaching to Support Teachers**, *Teacher Education and Practice*, v. 6, n. 2, pp. 79-82, Fall/Winter 1990-91.

Describes Texas' "Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas Project" which uses assistance, and professional development systems. Peer coaching helps support first year teachers by promoting their professional and personal success, thus increasing retention.

Myers, Barbara. **Learning in the Mainstream: A Parent's Perspective on What Children of Different Abilities Teach Each Other**, *Children Today*, v. 20, n. 2, pp. 26-27, 1991.

Presents one parent's perspective on what children of different abilities teach each other. The parent gained this perspective as a result of her son's experience with a developmentally disabled classmate in his fourth grade class.

Robbins, Pam. **How to Plan and Implement a Peer Coaching Program**. Association for Supervision and Curriculum Development, Alexandria, VA. (ERIC Document Reproduction Service No. ED337881)

Issues in the implementation of peer coaching, a collaborative process for teacher improvement, are examined in this booklet. Included are a definition of peer coaching; a discussion of a variety of peer coaching activities; an outline of specific observation, data collection, and conferencing strategies; guidelines for designing a site-based peer coaching program; and strategies; guidelines for designing a site-based peer coaching program; and a discussion of the principal's role. Contextual variables that influence the success of peer coaching efforts are explained, and strategies are presented for maintaining program momentum. A personal planning guide is presented to identify appropriate next steps. The appendix lists Association for Supervision and Curriculum Development (ASCD) resources. Also included are seven figures and 37 references.

Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

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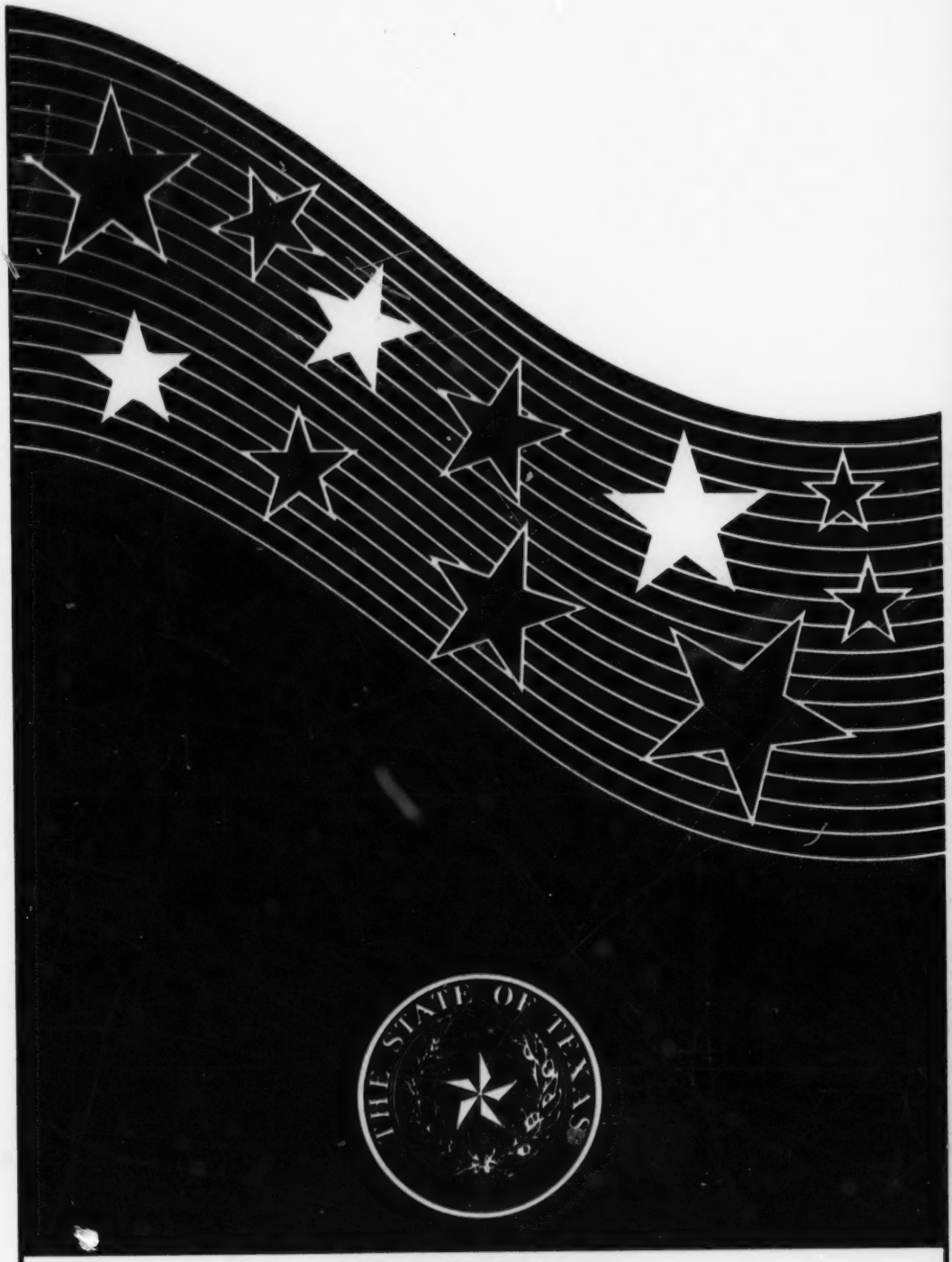

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